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ABSTRACT

Four handbooks from the Jacksonville State University (Alabama) Postsecondary Program for Sensory Impaired are brought together: an interpreters' manual, parents' manual, student handbook, and faculty handbook. The interpreters' manual offers guidelines and clarifies the expectations and responsibilities of interpreters/transliterators, who play a critical role in mainstreaming hearing impaired students in one or more classes. The manual contains a statement of philosophy and mission as well as information on hiring procedures, orientation, assignment to classes, the interpreter's role, interpreter ethics, student tests, student absence, and interpreter's health and professional growth, and includes forms for evaluating interpreters. The parents' manual contains a brief history of the program, an explanation of its philosophy and mission, a statement of student responsibility, and a description of the levels of service offered. The student manual provides similar information, with more detailed information about student responsibilities involved in preparing for classes and using notetaker support, tutoring support, interpreter support, reader support, and technical equipment. The faculty handbook offers suggestions for classroom procedures for students with hearing or visual impairments. The suggestions cover: seating, notetaking, use of audiovisual materials, classroom participation, texts, assignments, field trips, internships, and testing. A glossary and a short bibliography are appended. (JDD)

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Interpreters Manual

Parents' Manual

Student Handbook

Faculty Handbook

Postsecondary Program For Sensory Impaired

Jacksonville State University

1989-1990

EC 222740

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INTERPRETERS

MANUAL

POSTSECONDARY PROGRAM
FOR
SENSORY IMPAIRED

JACKSONVILLE STATE UNIVERSITY

1989-1990

POSTSECONDARY PROGRAM
FOR
SENSORY IMPAIRED

JACKSONVILLE STATE UNIVERSITY

INTERPRETERS MANUAL

1989-1990

Compiled By: Horace A. Carson, B.S., Lead Interpreter

Edited By: Susan R. Easterbrooks, Ed.D., Director
Daniel L. Miller, M.Ed., Coordinator

Equal Opportunity Affirmative Action Employer

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FORWARD

The Postsecondary Program for Sensory Impaired (PPSI) at Jacksonville State University is a large regional program in Alabama and recognized as a leader among mainstream programs. The cooperation of faculty, staff, coordinator, guidance counselors, tutors, and interpreters trained to work with hearing impaired students makes it possible to provide a variety of educational programs to meet the needs of hearing impaired students.

The interpreter/transliterator* plays a critical role in the success of mainstreaming these students in one or more classes. In addition to providing the communication link for students to interact with teachers and students in regular education classes, interpreters also make it possible for all hearing impaired students to gain access to all other school activities and services.

The interpreter is in a unique position. Although he/she is part of the hearing impaired program, he/she spends most of the time in mainstream situations. The manner in which the interpreter conducts him/herself is very important. In many cases, the impression outsiders form of the hearing impaired program, as well as of the interpreting profession, is significantly affected by the image projected by the interpreter.

The intent of this Manual is to offer guidelines and to clarify expectations and responsibilities of the PPSI interpreter. After carefully researching pertinent data, especially from NTID special services, this manual was compiled from various similar documents. All information has been carefully modified to consider the unique requirements of a university program. Interpreters are also expected to follow all applicable Jacksonville State University personnel policies.

Dr. Susan R. Easterbrooks, Director
Daniel L. Miller, Coordinator
Postsecondary Program for Sensory Impaired
Jacksonville State University
July, 1989

*Interpreter and transliterator, for the purposes of this document, will be used interchangeably, unless otherwise noted.

PHILOSOPHY STATEMENT

It is the philosophy of the Postsecondary Program for Sensory Impaired (PPSI) that the educational interpreter is a highly dedicated and skilled professional. The educational interpreter provides the hearing impaired student with a model for the maximum development of English skills. This professional must be aware of the developmental characteristics associated with the student's age and English (language) level. The educational interpreter is a liaison between the regular classroom and the certified staff of the PPSI program. Thus, the interpreter is very definitely part of the team, not an isolated component used only to interpret/transliterate. The educational interpreter shares a great responsibility in the education of the hearing impaired student, including that of confidentiality.

The educational interpreter is an important key in the total educational process of the hearing impaired student. The objective is assisting hearing impaired students to learn. All other objectives are secondary in importance.

MISSION STATEMENT

The philosophy of the PPSI is that the otherwise qualified sensory impaired individual has the right to access existing programs and services of the University alongside his or her normally hearing or sighted peers. The overall University mission aspires "to provide quality education integrating traditional academic pursuits with career oriented programs" which are designed "to meet the personal, social, and cultural needs of the students and prepare them for professional careers." Each sensory impaired student should have the opportunity to achieve his or her academic potential through an individualized plan of study tailored to his or her particular needs.

PAYMENT

VRS and PPSI payments are handled through the PPSI Office. Generally, payment can be made in five (5) working days following the submittal of appropriate documentation. Since payments are handled in different manners, please see PPSI Secretary for clarification.

Hiring Procedures:

Prospective interpreters may apply through the PPSI. An evaluation is required of each individual applicant to provide the PPSI with information on signing and sign-to-voice skills, in order to properly place the interpreter in job assignments.

Orientation:

Orientation is designed to acquaint the interpreter with PPSI, as well as with the campus. Most inquiries will be answered at the time of orientation or within this manual. Also, the PPSI staff is always available to assist the prospective interpreter in any way. Orientation for interpreters will be held a day or two prior to the beginning of the semester.

Assignment to Classes:

Assignments to classes are made the week before classes begin. The schedules change frequently until "Drop/Add" is over. Occasional variations in the schedule happen throughout the semester. An interpreter may be assigned as little as three (3) hours, or as many as twenty (20) hours per week, depending on availability of the interpreters and classes and/or the interpreter's skills. When scheduling classes, the ideal is to match the interpreter with the needs of the hearing impaired student and the level of the class. Adjustments often occur during the first few weeks of the semester. Interpreters' schedules will be given out during orientations.

All interpreter assignments originate in the PPSI Office, including all substitute interpreting. If a student requests additional interpreting services, please inform him/her that a request form (PPSI Form #8) is available in the PPSI office. Remind the student that the request must be made 24 hours in advance, except in emergencies.

On the first day of class, the interpreter is responsible for introducing him/herself to the student(s) and then to the instructor(s). Some JSU instructors have experience with hearing impaired students and interpreters; if in doubt, the interpreter should explain his/her role as a facilitator of communication, as someone to ensure that effective communication occurs between the hearing and hearing impaired people within the situation. At the beginning of the semester, or as the situation arises, it is wise for the interpreter to remind the instructor that everything that is audible will be signed, and to encourage instructors to speak directly to the hearing impaired students(s) and not to the interpreter. On occasions when there is a substitute instructor, the interpreter should introduce him/herself and briefly describe his/her role in the class.

Observation:

The PPSI Director, or designee, will observe interpreters on the job once each school year. This procedure is regarded as a positive growth experience. Individual meetings will be arranged shortly thereafter to discuss the classroom evaluation. However, interpreters may request additional classroom observations to be regarded as in-service training. Occasionally, a new interpreter may require a once-per-semester observation because of some difficulties, either in their skills, or because of reports by either the student(s) or the instructor(s) regarding some difficulty. Arrangements for observation will then be made between the Director and the individual interpreter.

Guidelines for Interpreters: **(Please see Appendix "A")**

Interpreters must faithfully transmit the exact meaning of everything that is being said by the instructor in the classroom. Conveying the message accurately is of the utmost importance. Difficulties sometimes arise when an interpreter disagrees with the subject matter, or may feel uncomfortable signing possibly offensive or profane material. If the interpreter is unable to reconcile his/her feelings regarding signing certain words, a request may be made to the PPSI office to be relieved of that particular assignment.

Interpreter's Role:

The interpreter in the classroom is a professional and should be prepared to be as cooperative and helpful as the instructor and/or student desire. The interpreter is not a tutor, nor an instructor, nor a counselor, and must make sure he/she does not assume any of those roles. Also, remember that discipline in the classroom is the instructor's responsibility. If the instructor wishes to tell the interpreter anything in the absence of the student regarding the student's progress, inform the instructor of your role as an interpreter, and that you will be happy to facilitate communication between them and/or report the concern back to the appropriate person in PPSI.

The interpreter is not to advise the hearing impaired students on personal or academic problems at any time. Inform the student of counseling and advisement services available through PPSI. The interpreter's primary function is to facilitate communication. To do otherwise, the interpreter would need to remove him/herself from any involvement as interpreter.

The interpreters are asked to remember to keep off-campus relationships with the hearing impaired students completely separate from their duties as professional interpreters in the classroom.

Punctuality:

The interpreter is expected to arrive in class or lab on time or slightly before. Students' classroom assignments are most often given at the beginning of the class, indicating the necessity of the interpreter's presence. Arriving in a timely manner also lessens classroom distractions. The interpreter should wait ten (10) minutes for a late student.

The interpreter is expected to remain in the class or lab throughout a scheduled class period unless the class is dismissed by the instructor.

In the event the interpreter will be late, the class may be covered by a substitute and the scheduled interpreter will not be paid for the time missed. The determination of allowing a tardy interpreter to enter a class or lab that is already in session, or sending in a substitute at the beginning of a class, will be made by the PPSI office.

Your cooperation is requested whenever it is necessary for you to be absent. Please notify the PPSI office 24 hours in advance, if possible. The class must be covered by interpreting services and time is of the essence when contacting a substitute. All substitute services will be dispatched by the PPSI office. Call (205/231-5093) between 8:00 A.M. and 4:30 P.M., or call the PPSI Coordinator.

Interpreter/Transliterator Ethics:

Interpreters are expected to know the Code of Ethics as outlined by the Registry of Interpreters for the Deaf (RID). A copy of the Code of Ethics is included in this manual (see Appendix "A"). Interpreters must remember that impartiality, integrity, and confidentiality must be given special attention when facilitating communication for the deaf.

Personal Appearance:

A. The interpreter/transliterator is expected to dress in a conservative manner. Only plain tops are acceptable. Smocks are acceptable.

B. Female interpreters should avoid excessive makeup and/or extra long fingernails. Nail polish should be subtle in shade.

C. Jewelry should be kept at a minimum and hair must be kept from obscuring the face.

D. Male interpreters having beards or moustaches must keep them neatly trimmed, so that the lips are clearly visible.

E. Cleanliness is important at all times.

F. Gum chewing is not acceptable while interpreting.

G. Please, consider your posture while interpreting.

H. Shorts and bare feet are not acceptable while interpreting.

Special Signs:

Interpreters/transliterators should not invent signs, but are encouraged to use special signs agreed upon between student and interpreter in order to ease communication. This refers to terminology used in classes where there is no known sign. These signs agreed upon should not be considered standard, nor used outside of the classroom. Discussion on signs will take place during the interpreter meetings.

The interpreter should be prepared to sign in the mode most understood by the student. Most often the student uses a mode called "Pidgin Signed English" (PSE), or "Manually Coded English" (MCE). These modes employ visual/gestural communication and the use of "American Sign Language", called Amslan (ASL) and Signed English. PPSI, however, is prepared to provide interpreting services to the hearing impaired student in any mode desired upon request.

Interpreter Meetings:

Meetings are held approximately once a month. The first meeting of the academic year is held shortly after classes begin in the fall semester; this also holds true for the spring semester. It is recommended that interpreters assist in presenting the program for each of the meetings. Sharing experiences, comparing, and learning new signs, and an occasional speaker are a few of the ideas presented. All the interpreters should make every effort to attend.

Student Tests:

The interpreter must remain in the class throughout a testing period. Never ask a student if he/she does or does not require interpreting services during a test. A student could be intima-

dated by an interpreter and an inquiry of that sort puts the student in an awkward position where he/she may feel that the interpreter wishes or needs to leave. There may be added information the instructor may wish to give during the testing period, or possible clarification asked for by other students in the class. The hearing impaired student(s) should have an equal opportunity to take advantage of any activity taking place in the class during testing.

Student Absence:

Q If there is only one hearing impaired student in a class and that student is late or absent, how long should the interpreter wait?

A A ten (10) minute waiting period is satisfactory. The interpreter should wait outside the classroom, so as not to disrupt the class when leaving. If the student is absent without notice, or class has been cancelled, please return to, or call, the PPSI office immediately, so that the remainder of the time can be utilized if needed. Interpreters are required to log interpreting time and student attendance.

Health Tips:

Interpreters are encouraged to maintain good health habits on a routine basis. Attention to diet, exercise, and positions when seated or standing can help prevent syndromes associated with overuse.

Just as an athlete warms up before engaging in physical activity and cools down afterward, interpreters should physically prepare themselves with simple exercises for a few minutes before interpreting, during the day, and at the end of the day. One such exercise involves gently moving each wrist up and down and from side to side. Another is a handshake exercise, to be done with a partner. Another suggestion is to squeeze a soft tennis ball, or manipulate Silly Putty. When seated for interpreting, sit straight in the chair. Do not cross legs. This helps prevent stress on the back and shoulders.

Other interpreters have suggested that prior to interpreting in a cold classroom, run hands under warm water, or a hand dryer. Wearing thin gloves (liners) after interpreting can also be effective.

Note: The above information comes from a presentation by Chiropractor Peter Biondi (Franklin Park) at the Illinois Registry of Interpreters for the Deaf Convention, June 7, 1986.

Professional Growth:

In the interest of professional growth, interpreters should be willing to accept challenging and difficult assignments, using professional discretion regarding skill and setting.

The interpreter is encouraged to actively seek supervisor/peer evaluation, training through professional agencies, community colleges, etc., with the goal of achieving and maintaining certification from the Registry of Interpreters for the Deaf.

Interpreters are encouraged to join professional organizations and become involved in activities which promote professional growth.

PPSI will assist in developing personalized strategies for professional growth. PPSI does subscribe to many professional journals.

APPENDIX "A"

FOLLOWING IS CODE OF ETHICS AS TAKEN FROM POSTSECONDARY EDUCATION CONSORTIUM (PEC), UNIVERSITY OF TENNESSEE APRIL, 1986

RID CODE OF ETHICS WITH GUIDELINES

Interpreting shall refer to interpreting or transliterating from sign to speech or from speech to sign.

Interpreters:

1. Shall keep all interpreted and assignment-related information strictly confidential.

2. Shall render a faithful interpretation, always conveying the content and spirit of the speaker, using language most readily understood by the persons for whom they are interpreting.

3. Shall not counsel, advise, or interject personal opinions (while functioning in this role).

4. Shall use discretion in accepting assignments with regard to skills, set-time, and the persons requesting the service.

5. Shall deal with the matter of compensation for services in a professional and judicious manner (and shall be knowledgeable about the current fee guidelines suggested by the national organization).

6. Shall not personally profit from any information in the course of interpreting.

7. Through the national organization and state chapters, shall seek to uphold the integrity of the profession by encouraging the use of qualified interpreters in order to achieve the highest standards.

8. Shall continue to develop his interpreting skills and keep abreast of developments in the field by participating in professional meetings, by joining with professional colleagues for the purpose of sharing information, and by reading current literature in the field.

FOLLOWING IS FLORIDA RID PROPOSED CODE OF ETHICS

Code of Ethics For Educational Interpreters/Transliterators In Elementary and Secondary Educational Settings

Rationale for having Code of Ethics for Educational Interpreters:

It is important for the educational interpreters/transliterators to base their behavior on ethical standards. The existing Code of Ethics for Interpreters, published by the Registry of Interpreters for the Deaf, is inappropriate for interpreters/transliterators working in elementary and secondary educational settings. Therefore, a new Code of Ethics for educational interpreters/transliterators has been devised by the Florida Registry of Interpreters for the Deaf and the Florida Department of Education. The Code of Ethics for Educational Interpreters/Transliterators is a set of principles which will guide and protect the educational agency. Much of the Code is common sense and delineates the general principles upon which ethical behavior should be based; though it is, of course, impossible to detail a setting for every possible situation.

1. INTERPRETERS/TRANSLITERATORS MAY DISCUSS ASSIGNMENT-RELATED INFORMATION ONLY WITH OTHER TEACHERS AND SUPERVISORS WHO ARE DIRECTLY RESPONSIBLE FOR THE EDUCATIONAL PROGRAM OF HEARING IMPAIRED CHILDREN FOR WHOM THE INTERPRETER INTERPRETS/TRANSLITERATES.

2. INTERPRETERS/TRANSLITERATORS SHALL RENDER THE MESSAGE FAITHFULLY, ALWAYS CONVEYING THE CONTENT AND SPIRIT OF THE SPEAKER, USING LANGUAGE MOST READILY UNDERSTOOD BY THE PERSON(S) WHOM THEY SERVE.

3. UNDER THE DIRECTION OF THE SUBJECT AREA TEACHER, THE INTERPRETER MAY TUTOR HEARING IMPAIRED STUDENTS AND ASSIST THEM TO BETTER COMPREHEND THE PRESENTED MATERIAL. THE INTERPRETERS SHOULD DIRECT STUDENTS TO AN APPROPRIATE PERSON FOR THE ADVICE THEY SEEK.

4. INTERPRETERS IN THE EDUCATIONAL SETTING SHALL ACCEPT EMPLOYMENT FOR WHICH THEY ARE QUALIFIED, BASED ON THEIR CERTIFICATION LEVEL ON THE RID EVALUATION, QA SCREENINGS, OR THE EDUCATIONAL INTERPRETER SCREENING.

5. INTERPRETERS SHALL REQUEST COMPENSATION FOR SERVICES IN A PROFESSIONAL AND JUDICIOUS MANNER, ACCORDING TO THEIR LEVEL OF CERTIFICATION ACHIEVED ON THE RID EVALUATION, QA SCREENINGS, OR THE EDUCATIONAL INTERPRETER SCREENING.

6. INTERPRETERS SHALL FUNCTION IN A MANNER APPROPRIATE TO THE SITUATION.

7. INTERPRETERS SHALL ACCEPT THE SAME RESPONSIBILITY AND AUTHORITY AS OTHER MEMBERS OF THE EDUCATIONAL STAFF. THEY WILL ABIDE BY AND ENFORCE FEDERAL, STATE, SCHOOL DISTRICT, AND INDIVIDUAL SCHOOL LAWS AND RULES.

INTERPRETER EVALUATION

	Not Observed	Very Effective	Adequate	Needs Improvement
1. Interpreting Skills				
A. Clarity & smoothness of signs, fingerspelling, and/or speech.				
B. Appropriate placement in the classroom.				
C. Non-sign behaviors critical to interpreting (e.g. gestures, facial expression, body shift, eye contact).				
D. Conceptual accuracy of interpreted message (spoken or signed).				
2. Interpersonal Skills				
A. Working relationship with student's instructors and school staff.				
B. Responsiveness to administrative supervision.				
C. Problem solving skills with students.				
3. Professionalism				
A. Attendance/punctuality.				
B. Appropriate attire (e.g. clothing, jewelry, etc.)				
C. Appropriate response to confidential situations.				
D. Takes Advantage of professional growth opportunities.				

SUMMARY OF PERFORMANCE

Goals

Post-observational Conference Date _____

Supervisor's Signature _____ Date _____

Interpreter's Signature_____ Date _____

This form will be completed by the Program Supervisor following observation(s) and/or interviews with relevant school personnel.

MEMORANDUM

TO:

FROM: Daniel L. Miller, Coordinator
RE: PPSI Interpreters
DATE:

During this past semester you had the opportunity to work with one of the Postsecondary Program for Sensory Impaired interpreters. I would appreciate your taking the time to provide me with some information regarding your experience.

1. Working relationship among instructor - student - interpreter:

Very Good Good Adequate Needs Improvement

2. Interpreter's attendance and punctuality:

Very Good Good Adequate Needs Improvement

3. Interpreter's response to confidential situations and/or information:

Very Good Good Adequate Needs Improvement

4. Please comment on your working relationship with the Interpreter:

a) The most positive aspect(s)

b) Suggestions for improvement:

Please return this form to my office. Thank you so much for your time and cooperation.

DLM/shm

JACKSONVILLE STATE UNIVERSITY

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

310A Ramona Wood Building
Jacksonville State University
231-5093

PARENTS' MANUAL

EDITED BY: Susan R. Easterbrooks, Ed.D., Director
Daniel L. Miller, Coordinator
June, 1989

Equal Opportunity Affirmative Action Employer

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

PARENTS' MANUAL
1989 - 1990

Edited by Susan R. Easterbrooks, Ed.D., Director
and Daniel L. Miller, Coordinator

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JACKSONVILLE STATE UNIVERSITY CALENDAR

FALL 1989 SEMESTER:

August 16	-Registration Confirmation Due (25% all tuition, fees, and housing) to confirm registration.
August 28	-Residence Halls open
August 28	-Registration for those not previously registered 8:00 A.M. - 4:30 P.M.
August 29	-Registration Continued 8:00 A. M. - 6:00 P.M.
August 30	-Classes commence 7:30 A.M.
	-Late Registration fee charged
	-Last day to file for 1989 graduation
September 4	-HOLIDAY (Labor Day)
September 6	-LAST DAY TO REGISTER & ADD COURSE
September 13	-Last day to withdraw and receive 80% refund
September 21	-Last day to drop course without academic penalty
September 27	-Last day to withdraw and receive 50% refund
October 4	-Last day to register for English Competency Exam (Room 215 Stone Center)
October 9	-BALANCE OF ACCOUNT DUE (Tuition, Fees, Housing)
	-English Competency Exam 3:00 P.M. - 4:30 P.M.
October 10	-English Competency Exam 6:00 P.M. - 7:30 P.M.
October 18	-Mid-Term Grades Due
November 10	-HOLIDAY (Veterans Day)
November 14	-Last Day to withdraw or drop/pass from course
November 23 & 24	-HOLIDAY (Thanksgiving)
December 6 - 13	-Semester Exams
December 15	-Commencement

SPRING 1990 SEMESTER:

January 8 - 9	-Dorms open. Registration for students not pre-registered
January 10	-Classes commence
January 16	-Last day for registration and addition of courses
February 2	-Last day to drop courses without academic penalty
March 1	-Mid-term grades due
March 12 - 16	-SPRING HOLIDAYS
March 19	-Classes resume
April 18 - 25	-Semester Exams
April 28	-Commencement 10:00 A.M.

MAY TERM 1990:

April 30	-Registration for those not pre-registered
May 1	-Classes commence
May 2	-Last day to register and add course to schedule
May 8	-Last day to drop course without academic penalty
May 29	-Semester Exams

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

310A Ramona Wood Building
231-5093 (Voice/TDD)

Mr. Daniel L. Miller Coordinator	231-5093
Mrs. Lynn Dunn Teacher of the Hearing Impaired/Case Manager	231-5092
Mrs. Janet White Teacher of the Hearing Impaired/Case Manager	231-5092
Mr. Horace Carson Lead Interpreter/Senior Staff Assistant and Case Manager	231-5094
Mrs. Stephanie Walburn, Interpreter	
Ms. Laura Minnix, Interpreter	
Mrs. Sue Muller, Secretary	231-5093
Dr. Susan R. Easterbrooks, Director; Professor of Special Education Program in Education of the Hearing Impaired	231-5835

<u>Vocational Rehabilitation Services</u>

Mr. Bill Williams Liaison Counselor - VRS/JSU/PPSI	235-3000 (Voice/TDD)

Philosophy

The philosophy of the PPSI is that the otherwise qualified sensory impaired individual has the right to access existing programs and services of the University alongside his or her normally hearing or sighted peers. The overall University mission aspires "to provide quality education integrating traditional academic pursuits with career oriented programs" which are designed "to meet the personal, social, and cultural needs of the students and prepare them for professional careers."* Each sensory impaired student should have the opportunity to achieve his or her academic potential through an individualized plan of study tailored to his or her particular needs.

Be that as it may, research and experience show that successful integration of sensory impaired students requires more than an effort to "normalize" the learning process, but also requires "a great deal of compensation and, in some cases, circumvention of long-standing institutional policy (Lauritson, 1985)." To assure that Section 504 requirements are being met, the PPSI staff is working with the Vice President for Academic Affairs, and the Vice President for University Services. The policies, procedures, and services of the University are being explored to ensure a mutually beneficial interface between existing University programs and facilities and the programs and services of the PPSI.

Regarding the hearing impaired population, the issue of communication philosophy continually surfaces. It is the philosophy of the PPSI that the hearing impaired young adult who enters college has already established his or her own communication style and that the PPSI must mesh with the needs of each individual. Therefore, the PPSI has adopted a Total Communication philosophy which embraces all philosophies from auditory/oral through Manually Coded English (MCE) to American Sign Language (ASL). Because of University requirements, all students must work on improving their English skills, but oral students are not expected to learn sign and a signer is not required to become oral. It is hoped that sometime in the future, services of a speech pathologist may become available to those hearing impaired individuals who wish to improve their speech.

Brief History

As with many a good idea, the PPSI had a humble beginning. In August of 1983, Dr. Susan R. Easterbrooks came to Jacksonville State University to set up and teach the new undergraduate program in preparation of teachers of the hearing impaired. Dr. Easterbrooks was approached by two deaf adults, Mr. and Mrs. Sidney and Carol Sharp, of Gadsden, who were interested in becoming teachers of the hearing impaired. Cognizant of the struggles they would face, she agreed to assist the Sharps in completing their coursework toward teacher certification. Because Dr. Easterbrooks was providing support to the Sharps, other sensory impaired individuals began requesting assistance. Since she had a full teaching load, Dr. Easterbrooks quickly realized that she would be unable to meet the needs of the students who were requesting assistance. So, in March of 1984, Project Expand was written. Project Expand was a proposal written to the federal government for funds under the Handicapped Children's Model Programs competition to establish a model program demonstrating approaches and techniques for

*Jacksonville State University 1988-89 Catalog.

expanding college and community services at the postsecondary level to hearing impaired individuals. Unfortunately, the proposal did not successfully meet the requirements of the competition. However, the following fall, at the request of Dr. Theron Montgomery, the project was rewritten to include those with vision impairments. It was submitted for line item funding to the Alabama State Legislature. With the active support of Representative Glen Browder, funding for the PPSI was approved, and the project opened its doors on October 1, 1985 with an '85-'86 budget of $100,000. The project began with nineteen (19) students across all four academic years.

The PPSI has now completed three full years of support service to the postsecondary sensory impaired population at Jacksonville State University. The enthusiasm and positive results have been phenomenal. In the Fall of 1987, PPSI was given an award for its commitment to expanding educational opportunities for disabled persons by the American Association of State Colleges & Universities/National Organization on Disabilities, and the J. C. Penney Foundation.

PPSI's enrollment has steadily increased and this year we will serve approximately forty (40) students.

PPSI is now a part of Jacksonville State University and is no longer a "line-item", depending upon yearly appropriation of funds from the State Legislature.

UNIT MISSION STATEMENT

The fundamental purpose of the Postsecondary Program for Sensory Impaired (PPSI) is to make accessible a college education to otherwise qualified sensory impaired individuals.

The philosophy of the PPSI is that the sensory impaired individuals have the right to access existing programs and services of the University alongside his or her normally hearing or sighted peers. The overall University mission aspires "to provide quality education integrating traditional academic pursuits with career oriented programs" which are designed "to meet the personal, social, and cultural needs of the students and prepare them for professional careers." Each sensory impaired student should have the opportunity to achieve his or her academic potential through an individualized plan of study tailored to his or her particular needs.

The constituency or clientele of the PPSI includes deaf, hard-of-hearing, blind, and low-vision adults who meet the entrance requirements at Jacksonville State University. The program interfaces with all departments and programs on campus to assist campus faculty and staff in serving this population. These include, but are not limited to individual faculty members, departments, campus police, housing, business office, student affairs, infirmary, etc.

The PPSI is located within the College of Education. The director reports to the head of the Curriculum & Instruction Department.

The major activities of the PPSI are to provide interpreting and tutoring through the Program's M.A. instructors and other qualified persons in the Program's Learning labs. Modifications in coursework, tests, and materials are made with the consent and input of course instructors to

remove unfair barriers to the student's attainment of the course objectives. Technical aids and equipment are available to assist the students depending on their individual needs. Additional services include:

- Student Orientation
- Career Guidance
- Tutorial Services
- Readers for Visually Impaired
- Audiological Services
- Study Skills Courses
- Individualized Instruction in Education/Resource Lab
- Interagency Networking
- Faculty Inservice
- Academic Advisement
- Individual Education Program (IEP)
- Interpreters for Hearing Impaired
- Notetakers
- Communication Skills Courses
- Academic Testing for Placement & Career Guidance

GENERAL INFORMATION

The PPSI is a support-based program. PPSI individually tailors the variety and amount of assistance from which a student can benefit into a total package. This process is formulated with input from the student, instructors, Vocational Rehabilitation Services Liaison Counselor and PPSI staff after a review of the student's academic history. PPSI is the facilitator. Recommendations will be made concerning support service providers, amount of study, special tutorials, etc.

The purpose of the PPSI is to make recommendations which will enable students to maximize their college experience. PPSI may make recommendations and will try to govern these; however, PPSI has no legal basis to enforce these. This area is often confusing to parents who have been operating under the P.L. 94-142, which gives exact procedures that must be followed. Please note that P.L. 94-142 is for students through the secondary level; college is postsecondary and falls under the broad guidelines of Section 504 of the 1973 Rehabilitation Act and, more recently, under P.L. 100-259. The guidelines are designed to provide accessibility and accommodation. Detailed specifics as to individual needs and procedures are not covered as in P.L. 94-142.

PPSI functions as the primary resource to the University community in assessing situations and recommending methods of achieving accessibility for the sensory impaired students. However, PPSI may not demand such change. Often, PPSI does serve as an advocate for the student, but the student must take an active role in overcoming barriers.

The percentage of entering college students **not** completing a degree is approximately fifty (50%) percent nationwide. PPSI is continuing to work to increase the retention rate of the sensory impaired student at JSU. The number one cause of failure of the sensory impaired to stay in college is due to social adjustment, not academic problems. Therefore, PPSI strongly recommends specific course work during the Freshman year. For the hearing impaired, this includes a set of Learning Skills courses taught by the PPSI staff. A Lab is associated with these special sections to provide instruction to these students that will enable them to develop social and interpersonal skills needed to better assimilate into the academic community and society in general.

RESPONSIBILITY STATEMENT

JSU offers support services to any sensory impaired student attending JSU who requests such services. It is each student's responsibility to make use of these services. Each student is reminded that he/she is ultimately responsible for his/her academic success and/or failure. Each student must take the initiative to use time, facilities and support services in a productive manner. Each student is responsible for his/her own work and grade in each course.

Also, the PPSI offers guidance in academic and personal matters. Again, it is each student's responsibility to make use of these services. The PPSI will not be held responsible for acts of misconduct committed by any student.

It is the responsibility of each student to know and abide by all JSU and PPSI policies, rules, and regulations. Each student must take the initiative to familiarize him/herself with all policies, rules, and regulations of JSU and the PPSI. Failure to do so will not exclude the student from reprimand, punishment, or any other consequence(s) of violating any JSU or PPSI policy, rule, or regulation.

The PPSI is one program in the Jacksonville State University system. The University policies are adhered to by all PPSI staff and students. University policies take precedence over all PPSI policies.

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

STUDENT RESPONSIBILITIES

PPSI operates under the broad guidelines of Section 504 of the Rehabilitation Act of 1973, not the specific mandates of P. L. 94-142, grades N-12.

GENERAL:

Students are considered adults. Thus, the student must be willing to accept the results of his/her action or lack of action.

Attend all classes. More than three unexcused absences in any class during freshman year will result in a conference with PPSI staff. Support service providers do report attendance. This information is shared with individual(s) or agency financially responsible for the student.

Report to the PPSI Office in accordance with your Level of Service (see explanation of Level of Service and contact Case Manager for your specific level). Failure to do so will be reported to the individual(s) or agency financially responsible for student and the Dean of Students.

All JSU policies, rules, and regulations **MUST** be obeyed. Failure to do so will result in the student being referred to the appropriate unit of the University for the standard University disciplinary action.

Support Service Providers follow standard procedures. Do not ask them to bend rules.

It is the personal opinion of PPSI staff that entering freshmen are advised not to join a fraternity, sorority, or social organization (excluding affiliation by a student already a member of a national fraternity or sorority). This opinion reflects PPSI and not the University.

All entering PPSI students are **strongly advised** to take the following courses, unless evaluations and PPSI recommendations advise otherwise.

LS 101 - Academic Survival Skills
Individualized instruction in vocabulary enrichment, using notetakers, study skills, concentration, test taking and time management.

LS 102 - Problem Solving and Reasoning Skills
Individualized instruction in reading for content and understanding and problem solving skills in academics as well as on a personal level.

LS 105 - Reinforcing Communication Skills
Individualized instruction in grammar and developing writing skills.

LS 110 - Reinforcing Quantitative Skills
Individualized instruction in basic and algebraic skills. The JSU Mathematics Advisement Test indicates whether or not LS 110 should be scheduled.

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

LEVELS OF SERVICE

GOALS

1. To provide appropriate support services for each PPSI student.
2. To foster continued growth of independence.
3. To provide positive role models.
4. To provide a "safety net" for students experiencing less than satisfactory academic progress.
5. To document that PPSI has offered necessary services.

LEVELS OF SERVICE

I. Student is required to make contact with PPSI staff contact daily.
II. Student is required to make contact with PPSI staff twice a week.
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IV. Student is required to make contact with PPSI staff weekly.
V. Student is required to make contact with PPSI staff twice a month.
VI. Special Student (Students who do not fit into the above categories, as determined by PPSI staff.

EXPLANATION OF CONTACT

A contact is defined as a **SCHEDULED MEETING WITH THE PPSI CASE MANAGER** or other designee (i.e., tutor or reader). Most contacts will be of at least one hour in duration.

Although some students will require only minimal contact, students are encouraged to initiate contact as often as they feel the need.

RECOMMENDED CRITERIA FOR EACH LEVEL OF SERVICE

(Undergraduate Students)
The final decision will be made by a multi-disciplinary team at the PPSI Intake Staffing.

Level I **Daily**
Enrolling college student with 0 hours; or having an NC or F in attempted courses.

Level II **Twice a week**
C Average
Failed one or more courses

Level III **Twice a week**
C Average
16 hours completed

Level IV **Weekly**
B Average

Level V **Twice a month**
Junior
B Average

LEVEL VI **Per agreement between special student and case manager.**

Level review is conducted at the beginning and middle of each regular semester. Level review is conducted at the beginning of each summer semester. Students may move either up or down in level according to the aforementioned criteria and in conjunction with the following:

- faculty evaluations
- grades
- conference(s) between student, instructor, and PPSI staff member
- records from faculty and staff involved with student
- student request

Review of the decision concerning a student's level must be initiated by the student in writing to the PPSI office. The decision will be reviewed by the Special Education Department Head and the JSU Vocational Rehabilitation Liaison.

VOCATIONAL REHABILITATION SERVICES

PPSI works closely with Vocational Rehabilitation Services (VRS). It is important that each student be involved with his/her local VRS counselor. PPSI does have a brochure from HEATH (for free distribution) which explains the goals and procedures of VRS.

CONCLUSION

To be a successful sensory impaired college student, one **must** be willing to work three (3) hours **outside** of class for each one (1) hour **in** class. The students must be familiar with their disability and willing to use the various support services and learning strategies offered by PPSI.

College is hard work. Often the coursework will have little relevance to one's immediate needs or interests. The workload must be faithfully attended over the entire semester.

College is not for everyone. There are many excellent opportunities in this day and age at various types of postsecondary institutions (e.g. Technical/Vocational Programs, and Community Colleges).The motivated, intellectually-ready student can expect great joy by succeeding in the mainstream.

JACKSONVILLE STATE UNIVERSITY

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

STUDENT HANDBOOK

EDITED BY: Susan R. Easterbrooks, Ed.D., Director
Daniel L. Miller, Coordinator
June, 1989

Equal Opportunity Affirmative Action Employer

ALABAMA RELAY CENTER

Voice **1-800/548-2547**

TDD **1-800/548-2546**

Nationwide Operator Directory Assistance **1-800/855-1155**

Note **: There is no charge to call the above 800 numbers. HOWEVER, IF YOU THEN MAKE A LONG DISTANCE CALL THROUGH THE RELAY, THERE IS A LONG DISTANCE CHARGE TO THE PHONE FROM WHICH THE CALL IS BEING MADE.**

JACKSONVILLE STATE UNIVERSITY
(Main Switchboard: 231-5781)

Center for Individualized Instruction (CII)
Houston Cole Library - ext. 4571

Williams Infirmary
ext. 5307

Houston Cole Library
ext. 5255

University Police (Problem, or Escort Service)
ext. 4277

CITY OF JACKSONVILLE

Fire Department
435-7911

Police Department
435-6448

Postsecondary Program for Sensory Impaired

STUDENT MANUAL
1989-1990

Edited by Susan R. Easterbrooks, Ed.D., Director
and Daniel L. Miller, Coordinator

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Philosophy

The philosophy of the PPSI is that the otherwise qualified sensory impaired individual has the right to access existing programs and services of the University alongside his or her normally hearing or sighted peers. The overall University mission aspires "to provide quality education integrating traditional academic pursuits with career oriented programs" which are designed "to meet the personal, social, and cultural needs of the students and prepare them for professional careers."* Each sensory impaired student should have the opportunity to achieve his or her academic potential through an individualized plan of study tailored to his or her particular needs.

Be that as it may, research and experience show that successful integration of sensory impaired students requires more than an effort to "normalize" the learning process, but also requires "a great deal of compensation and, in some cases, circumvention of long-standing institutional policy (Lauritson, 1985)." To assure that Section 504 requirements are being met, the PPSI staff is working with the Vice President for Academic Affairs, and the Vice President for University Services. The policies, procedures, and services of the University are being explored to ensure a mutually beneficial interface between existing University programs and facilities and the programs and services of the PPSI.

Regarding the hearing impaired population, the issue of communication philosophy continually surfaces. It is the philosophy of the PPSI that the hearing impaired young adult who enters college has already established his or her own communication style and that the PPSI must mesh with the needs of each individual. Therefore, the PPSI has adopted a Total Communication philosophy which embraces all philosophies from auditory/oral through Manually Coded English (MCE) to American Sign Language (ASL). Because of University requirements, all students must work on improving their English skills, but oral students are not expected to learn sign and a signer is not required to become oral. It is hoped that sometime in the future, services of a speech pathologist may become available to those hearing impaired individuals who wish to improve their speech.

Brief History

As with many a good idea, the PPSI had a humble beginning. In August of 1983, Dr. Susan R. Easterbrooks came to Jacksonville State University to set up and teach the new undergraduate program in preparation of teachers of the hearing impaired. Dr. Easterbrooks was approached by two deaf adults, Mr. and Mrs. Sidney and Carol Sharp, of Gadsden, who were interested in becoming teachers of the hearing impaired. Cognizant of the struggles they would face, she agreed to assist the Sharps in completing their coursework toward teacher certification. Because Dr. Easterbrooks was providing support to the Sharps, other sensory impaired individuals began requesting assistance. Since she had a full teaching load, Dr. Easterbrooks quickly realized that she would be unable to meet the needs of the students who were requesting assistance. So, in March of 1984, Project Expand was written.

*Jacksonville State University 1988-89 Catalog.

Project Expand was a proposal written to the federal government for funds under the Handicapped Children's Model Programs competition to establish a model program demonstrating approaches and techniques for expanding college and community services at the postsecondary level to hearing impaired individuals. Unfortunately, the proposal did not successfully meet the requirements of the competition. However, the following fall, at the request of Dr. Theron Montgomery, the project was rewritten to include those with vision impairments. It was submitted for line item funding to the Alabama State Legislature. With the active support of Representative Glen Browder, funding for the PPSI was approved, and the project opened its doors on October 1, 1985 with an '85-'86 budget of $100,000. The project began with nineteen (19) students across all four academic years.

The PPSI has now completed close to four full years of support service to the postsecondary sensory impaired population at Jacksonville State University. The enthusiasm and positive results have been phenomenal. In the Fall of 1987, PPSI was given an award for its commitment to expanding educational opportunities for disabled persons by the American Association of State Colleges & Universities/National Organization on Disabilities, and the J. C. Penney Foundation. PPSI's enrollment has steadily increased and this year we will serve approximately forty (40) students.

PPSI is now a part of Jacksonville State University and is no longer a "line-item", depending upon yearly appropriation of funds from the State Legislature.

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

RESPONSIBILITY STATEMENT

The PPSI offers support services to any sensory impaired student attending JSU. It is each student's responsibility to make use of these services. Each student is reminded that he/she is ultimately responsible for his/her academic success and/or failure. Each student must take the initiative to use time, facilities and support services in a productive manner. Each student is responsible for his/her own work and grade in each course.

Also, the PPSI offers guidance in academic and personal matters. Again, it is each student's responsibility to make use of these services. The PPSI will not be held responsible for acts of misconduct committed by any student.

It is the responsibility of each student to know and abide by all JSU and PPSI policies, rules, and regulations. Each student must take the initiative to familiarize him/herself with all policies, rules, and regulations of JSU and the PPSI. Failure to do so will not exclude the student from reprimand, punishment, or any other consequence(s) of violating any JSU or PPSI policy, rule, or regulation.

The PPSI is one program in the Jacksonville State University system. The University policies are adhered to by all PPSI staff and students. University policies take precedence over all PPSI policies.

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

STUDENT RESPONSIBILITIES

PPSI operates under the broad guidelines of Section 504 of the Rehabilitation Act of 1973, not the specific mandates of P. L. 94-142, grades N-12.

I. GENERAL

Students are considered adults. Thus, the student must be willing to accept the results of his/her action or lack of action.

Attend all classes. More than three unexcused absences in any class during freshman year will result in a conference with PPSI staff. Support service providers do report attendance. This information is shared with individual(s) or agency financially responsible for the student.

Report to the PPSI Office in accordance with your Level of Service (see explanation of Level of Service and contact your Case Manager for your specific level). Failure to do so will be reported to the individual(s) or agency financially responsible for student and the Dean of Students.

All JSU policies, rules, and regulations **MUST** be obeyed. Failure to do so will result in the student being referred to the appropriate unit of the University for the standard University disciplinary action.

Support Service Providers follow standard procedures. Do not ask them to bend rules.

It is the personal opinion of PPSI staff that entering freshmen are advised not to join a fraternity, sorority, or social organization (excluding affiliation by a student already a member of a national fraternity or sorority). This opinion reflects PPSI and not the University.

All entering PPSI students are **strongly advised** to take the following courses, unless evaluations and PPSI recommendations advise otherwise.**

LS 101 - Academic Survival Skills
Individualized instruction in vocabulary enrichment, using notetakers, study skills, concentration, test taking and time management.

**Freshmen students with hearing impairments, who do not want to take LS 101, 102, and 105, need to contact their Case Manager, or the PPSI office. Placement evaluations can be arranged.

LS 102 - Problem Solving and Reasoning Skills
Individualized instruction in reading for content and understanding and problem solving skills in academics as well as on a personal level.

LS 105 - Reinforcing Communication Skills
Individualized instruction in grammar and developing writing skills.

LS 110 - Reinforcing Quantitative Skills
Individualized instruction in basic and algebraic skills. The JSU Mathematics Advisement Test indicates whether or not LS 110 should be scheduled.

II. BEFORE CLASS/FIRST CLASS DURING SEMESTER/AFTER SEMESTER

Before Class:

- Make an appointment with each instructor to explain your disability.
- Explain the Support Services you will need (for example: interpreter, reader, notetaker, amplifier, front-row seat, or braille/relief material).
- Select a notetaker if needed, or make arrangements to ask for a notetaker at the beginning of the first class session.
- If needed, explain how PPSI can help.
- Ask if the instructor foresees any particular difficulty with you successfully completing the course.
- If there is a problem, contact the PPSI office immediately.

The First Class:

- Arrive **early** to secure easily the best possible seating.
- If you use an interpreter or reader during class, save them a seat.
- If you use special equipment (e.g. Telex or CCTV), arrive early so the instructor may work with you, without taking up class time.
- Get copies of syllabi, outlines, required texts, and make a copy of the instructor's office times (get forms from PPSI office). Turn this information into the PPSI office immediately.
- Organize your syllabus, outlines, notes and calendar in a notebook.

- Secure a notetaker if needed.

- Make arrangements to get notes.

- Have notetaker fill out "Service Provider" form (Form #12) in PPSI office.

- Provide the notetaker with paper, carbon, or pen if needed.

During Semester:

- One (1) set of notes, each session, to be left in PPSI office for tutor, for all students in Level I and Level II.

- Inform the PPSI office of any changes in your schedule (for example, if you drop or add courses; or if the time, place, day of class, or instructor is changed).

- Keep PPSI informed as to dates for your exams; major projects; or field trips.

- Make appointments to talk with your instructors to monitor your notes and progress. Do this at least once before an exam and again after exam.

At End of Semester:

- Check finals schedule and set up Support Service Provider if needed (reader, interpreter, etc.)

- Go see instructor and ask if the instructor foresees any problem in administering final exam.

- **THANK** the instructors for their assistance.

- Thank each Support Service Provider.

III. WHAT IF ?

- Problems with an instructor:

  1st - Try to resolve it yourself.
  2nd - See your PPSI Case Manager.
  3rd - See PPSI Coordinator.
  4th - Make an appointment with Dr. Easterbrooks.

- Sick:

  Williams Infirmary has nurses (check office hours) who provide free service. You must pay for medication.

  Contact PPSI office.

Contact instructor whose classes you missed.

Get a doctor's excuse.

- Buy Books:

If you receive Vocational Rehabilitation support, you will charge in JSU Bookstore in the Theron Montgomery Building. If JSU Bookstore is out of a book you need, you will have to buy it somewhere else and give receipt to Mr. Bill Williams, of VRS.

- ID:

You must have your picture made (and replacements made) in Student Services Office, Theron Montgomery Building.

- Meal Ticket Problems:

Go to office in Jack Hopper Dining Hall.

- Need To Use Computer or Typewriter:

See PPSI secretary, Mr. Miller, or your Case Manager.

- "Broke":

- Call home
- Talk to a friend
- Financial Aid office may lend small amounts of money for a short time.

- Support Service Provider Doesn't Show:

Contact PPSI office immediately.
If you have a class and the interpreter does not show, **go immediately to departmental secretary and ask to have PPSI called (5093)**, so PPSI can be informed and take action.

- Oversleep And Miss Class:

Contact instructor and apologize.

Try to get notes from a classmate or friend.

- Register For The Next Semester:

See your Advisor. PPSI Office must have a copy of class schedule.

- Change Major:

  See Advisor and Case Manager. You will have to fill out "Change of Major" form and submit to computer operator.

- Vocational Rehabilitation Services Problem:

  Contact PPSI office to make an appointment with the VRS Liaison Counselor.

IV. USING NOTETAKER SUPPORT

You should ask the instructor to assist you in getting a **good** notetaker. If you have problems with notetaking, see your **Case Manager** immediately.

Ask your class instructor to review the notes for accuracy and content:

1. End of week one.

2. End of week three.

3. Occasionally throughout remainder of semester.

If there is a problem, contact your Case Manager, or the PPSI office.

Attend each class.

Also, take notes yourself, especially if anything is written on the board, if it doesn't interfere with watching interpreter..

It is not your notetaker's responsibility to give you notes if you missed class. It is student's responsibility to get notes for any classes missed.

Take a Service Provider Data Sheet (PPSI Form #12-available in PPSI office) to your notetaker. Request him/her to return this form to PPSI office **immediately**.

You must reach an agreement with the notetaker concerning how the notes will be duplicated. (In classes where more than one student is receiving notes, pick one person to be responsible for distributing notes and returning the original to the notetaker.)

Notes are **not** to be shared with any other student without notetaker's permission.

One copy of each set of notes is to be left in the PPSI office for tutor.

It is strongly advised that you read, review, outline, and rewrite the notes in your own words NIGHTLY.

(PPSI will assist you in using a computer to do this work more easily.)

Occasionally, the PPSI staff will evaluate and review the notes and the notetaker/PPSI/ student relationship.

V. USING TUTORING SUPPORT

Request tutoring for a specific course as soon as possible. Do not wait -- it may be too late to do any good!

PPSI will require tutoring for some classes and when a student is having a problem with a subject. Those students who decline PPSI mandated tutoring must sign a Waiver of Tutoring Services (PPSI Form #10).

Give the tutor advance notice regarding tests and assignments.

Arrange tutoring sessions in advance with your case manager.

Occasionally, the PPSI staff will review and evaluate the working relationship between PPSI student and tutor. If you have any personal conflicts, share these immediately with the PPSI staff so that the problem can be resolved.

If you must cancel or reschedule a tutorial session.

VI. USING INTERPRETER SUPPORT

Attend all classes.

Notify the interpreter **and** PPSI office in advance if he/she is not needed in a particular class. Give him/her at leave 24-hour notice if possible.

Notify the interpreter and PPSI office of any schedule change, including, time, days of the week, location, and/or instructor changes. Again, give him/her at least a 24-hour notice if possible.

Notify PPSI in advance of any scheduled meetings with faculty, convocations, tutors, or other persons in which you require interpreting assistance. A Request for Services Form (PPSI Form #8) to handle this special request **must** be turned in 24 hours in advance..

Interpreters will maintain a roll of students receiving services. Late arrivals, "no shows", and students not taking advantage of services will be noted. This report is given to PPSI staff and and may be shared with person or agency providing financial support for student.

Interpreters are not required to wait more than **10 MINUTES** for a student who arrives late.

Interpreters will charge for a full hour even if the student does not appear or if the

class is less than one hour long.

VII. USING READER SUPPORT

Arrange with the PPSI secretary for scheduled time with reader. A Request for Services form must be completed.

Notify PPSI in advance when you will need a reader for special activities, such as reading a test or extra studying for exams. A Request for Services form (PPSI Form #8) must be received 24 hours in advance.

If library research assistance is needed, schedule a reader for specific dates and times in advance.

If you must cancel or reschedule a session, notify reader at least 24 hours prior to session.

VIII. USING TECHNICAL EQUIPMENT OR OTHER PPSI MATERIALS

Technical equipment and materials are available in the PPSI office for your use. Please check out the materials/equipment by signing a list. Ask the PPSI Secretary for assistance.

You are responsible for returning the equipment and materials in good condition.

All equipment and materials must be returned at the end of each semester.

You may check out the following for set time periods:

- Flashers (**mandatory for H/I**) - by the semester
- TDDs - by the day
- Video Decoder - by the day
- Books, magazines, technical pamphlets - by the week
- Computer programs - by the day

Other items are available **for use in the office.**

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

LEVELS OF SERVICE

GOALS

1. To provide appropriate support services for each PPSI student.
2. To foster continued growth of independence.
3. To provide positive role models.
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POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

310A Ramona Wood Building
231-**5093** (Voice/TDD)

Mr. Daniel L. Miller, Coordinator
231-4093

Mrs. Lynn Dunn, Teacher of the Hearing Impaired, Case Manager
231-5092

Mrs. Janet White, Teacher of the Hearing Impaired, Case Manager
231-5092

Mr. Horace Carson, Lead Interpreter & Senior Staff Assistant, Case Manager
231-5094

Ms. Laura Minnix, Interpreter

Mrs. Stephanie Walburn, Interpreter

Mrs. Sue Muller, Secretary
231-5093

Dr. Susan R. Easterbrooks, Director; PPSI Budget Manager,
Associate Professor of Special Education Program in Education of the Hearing Impaired
231-5835

Vocational Rehabilitation Services
Mr. Bill Williams
VRS/JSU/PPSI Liaison Counselor
235-3000 (Voice/TDD)

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

310A Ramona Wood Building
Jacksonville State University
231-5093

JACKSONVILLE STATE UNIVERSITY

FACULTY HANDBOOK

EDITED BY: Susan R. Easterbrooks, Ed.D., Director
Daniel L. Miller, Coordinator
July, 1989

Equal Opportunity Affirmative Action Employer

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PPSI OVERVIEW

PHILOSOPHY

The philosophy of the Postsecondary Program for Sensory Impaired (PPSI) is that the otherwise qualified sensory impaired individual has the right to access existing programs and services of the University alongside his or her normally hearing or sighted peers. The overall University mission aspires "to provide quality education integrating traditional academic pursuits with career oriented programs" which are designed "to meet the personal, social, and cultural needs of the students and prepare them for professional careers." Each sensory impaired student should have the opportunity to achieve his or her academic potential through an individualized plan of study tailored to his or her particular needs.

Be that as it may, research and experience show that successful integration of sensory impaired students requires more than an effort to "normalize" the learning process, but also requires "a great deal of compensation and, in some cases, circumvention of long-standing institutional policy (Lauritson, 1985)." To assure that Section 504 requirements are being met, the PPSI staff is working with the Vice President for Academic Affairs, and the Vice President for University Services. The policies, procedures, and services of the University are being explored to ensure a mutually beneficial interface between existing University programs and facilities and the programs and services of the PPSI.

Regarding the hearing impaired population, the issue of communication philosophy continually surfaces. It is the philosophy of the PPSI that the hearing impaired young adult who enters college has already established his own communication style and that the PPSI must mesh with the needs of each individual. Therefore, the PPSI has adopted a Total Communication philosophy which embraces all philosophies from auditory/oral through Manually Coded English (MCE) to American Sign Language (ASL). Because of University requirements, all students must work on improving their English skills, but oral students are not expected to learn sign and a signer is not required to become oral. It is hoped that sometime in the future, services of a speech pathologist may become available to those hearing impaired individuals who wish to improve their speech.

BRIEF HISTORY

As with many good ideas, the PPSI had a humble beginning. In August of 1983, Dr. Susan R. Easterbrooks came to JSU to set up and teach the new undergraduate program in preparation of teachers of the hearing impaired. Dr. Easterbrooks was approached by two deaf adults, Mr. & Mrs. Sidney and Carol Sharp, of Gadsden, who were interested in becoming teachers of the hearing impaired. Cognizant of the struggles they would face, Dr. Easterbrooks agreed to assist the Sharps in completing their coursework toward teacher certification. Because Dr. Easterbrooks was providing support to the Sharps, other sensory impaired individuals began requesting assistance. Since she had a full teaching load, Dr. Easterbrooks quickly realized that she would be unable to meet the needs of the students who were requesting assistance. So, in March of 1984, Project Expand was written.

Project Expand was a proposal written to the federal government for funds under the Handicapped Children's Model Programs competition to establish a model program

demonstrating approaches and techniques for expanding college and community services at the postsecondary level to hearing impaired individuals. Unfortunately, the proposal did not successfully meet the requirements of the competition. However, the following fall, the the request of Dr. Theron Montgomery, the project was rewritten to include vision impairments and was submitted for line item funding to the Alabama State Legislature. With the active support of Representative Glen Browder, funding for the PPSI was approved, and the project opened its doors on October 1, 1985 with an '85-'86 budget of $100,000. The project began with nineteen (19) students across all four academic years.

The PPSI has now completed four full years of support service to the postsecondary sensory impaired population at JSU. The enthusiasm and positive results have been phenomenal. In the Fall of 1987, PPSI was given an award for its commitment to expanding educational opportunities for disabled persons by the American Association of State Colleges & Universities/National Organization on Disabilities, and the J. C. Penney Foundation. PPSI's enrollment has steadily increased and this year we will serve approximately 39 students.

PPSI is now a fully accepted part of JSU, having gone off "line item" last year.

POSTSECONDARY PROGRAM FOR SENSORY IMPAIRED

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HEARING IMPAIRMENT

AN OVERVIEW

Hearing impairment is perhaps the most misunderstood of all handicapping conditions. Myths surrounding the abilities and disabilities of this group abound and cause the sociopsychological impact of deafness to complicate further the implications of a loss. The major barrier facing hearing impaired individuals is NOT that they cannot hear the sounds of the world (although it is sad to think of going through life without hearing birds sing or waves lapping the shore) but that they cannot hear the sound of another human's voice. Consequently, the **major handicap facing the hearing impaired individual is his difficulty with language.** This communication handicap varies greatly from individual to individual, from a mild disruption to a major barrier. The degree, type and cause of loss, the age of onset and detection, the extent of early intervention and training, and general intellectual ability all contribute to the level of communication expertise of a given student.

Each hearing impaired student has his own communication style and need. Many do not read lips or speak and rely totally upon the use of ASL (American Sign Language) for communication. Some depend upon Signed English, a unique combination of ASL and English. Some read lips very well but must express themselves through sign language, while others may have excellent speech but must have sign language to understand communication. Still others need no sign language at all and get along just fine as long as they have the appropriate amplification devices available. Some students are so deaf that they do not benefit from a hearing aid. Some receive moderate benefits from a hearing aid. Others receive so much benefit from their aid that their loss is essentially insignificant. Most of the students served through the PPSI will require the use of a **sign language interpreter.**

PPSI will assist the instructor in accommodating the hearing impaired (HI) student enrolled in his/her class. This may be done by assisting with modification/adaptions of material, exams and coordination of Support Service Providers. The staff is available to meet with the instructor prior to the beginning of the semester to discuss the needs of the HI student, to offer suggestions, or to arrange for any necessary modifications in course material. The instructor will not have to change class format or methodology. Having hearing impaired students presents minimal additional work for the instructor; rather, that is the responsibility of the PPSI.

Notetakers, interpreters and tutors may be utilized. PPSI is charged with the monitoring of these support service providers, with your help. It is the student's responsibility to keep up with assignments and to notify both the instructor and PPSI of any problems which arise.

The instructor should try not to draw attention to the student's handicap, while at the same time not ignoring the student. Should the instructor become aware of problems the student is experiencing, or that additional assistance or support is needed, these concerns should be discussed with the student and the PPSI staff.

This manual contains some specific suggestions for adaptations which will assist you, the instructor, in making your course accessible to hearing impaired individuals. Additional questions and concerns will be handled as quickly as possible by the PPSI staff.

CLASSROOM PROCEDURES

A. SUGGESTIONS
(As recommended by Gallaudet University for the Deaf, in Washington, D. C.)

- Look at the person when you speak.
- Don't smoke, chew gum or otherwise block the area around your mouth with your hands or other objects.
- Speak naturally and clearly. Don't exaggerate lip movements or volume.
- Try to avoid standing in front of windows or other sources of light. The glare from behind you makes it difficult to read lips and other facial expressions.
- If you are talking through the assistance of an interpreter, direct your conversation to the deaf individual. This is more courteous and allows the deaf person the option of viewing both you and the interpreter to more fully follow the flow of conversation.
- When other people speak who may be out of the deaf or hard of hearing person's range of vision, repeat the question or comment and indicate who is speaking (by motioning) so the individual can follow the discussion.
- The use of visual media may be helpful to HI students, since slides and videotaped materials supplement and reinforce what is being said. Alteration in lighting may interfere with the deaf student's capacity to read manual or oral communication. These materials may be difficult to interpret because of sound quality and speed of delivery. Therefore, interpreter "lag" may be greater. If a written script is available, provide the interpreter and student with a copy in advance.
- Captioned visual aids such as Captioned Films for the Deaf are extremely helpful. If appropriate, foreign language films with English subtitles are also useful.
- When new materials will be covered which involve technical terminology not commonly used, if possible, supply a list of these words or terms in advance to the HI student and the interpreter. Unfamiliar words are difficult to speechread or interpret.
- Avoid speaking with your back to the HI person, such as when writing on the chalkboard. Overhead and opaque projectors are often a good substitute and allow you to face the class while writing.
- When particularly important information is being covered, be sure to convey it very clearly. Notices of class cancellations, assignments, etc. can be put in writing or on a chalkboard to ensure understanding.

- Establish a system for getting messages to the HI student when necessary. Class cancellations can be particularly costly if an interpreter is not informed in advance of such changes.

B. SEATING

- Hearing impaired (HI) student will benefit from preferential seating (e.g., front row center). Students will need to sit close to instructor/lecturer to receive full benefit of visual cues, instruction, and to receive the best amplification.

- The interpreter needs to be seated facing the student or at a slight angle to allow student full view of the interpreter, instructor, and instructional materials (i.e., blackboard work, projectors, slides, etc.)

- Interpreter adheres to a strict code of ethics and professionalism and remains as unobtrusive as possible. Although, initially, the presence of an interpreter is often a distraction, both to the instructor and the hearing students in a class, the novelty of the situation does wear off, and the interpreter becomes part of the classroom routine. The interpreter sits in front of the student, preferably in the center front of the classroom. Such an arrangement allows the deaf student to receive visual instruction given, such as charts, information written on the board, and audio-visual equipment.

C. NOTETAKING

- Because the HI student must give full attention to the interpreter, lecturer, and visual instruction, a student notetaker will generally be needed to provide photocopies, or carbon copies, of class notes. The notetaker will be contracted by the PPSI on either a paid or volunteer basis. Faculty input as to periodic evaluation of notes will ensure the student is receiving the full advantage of the auditory lecture.

- In classes taught from prepared lecture notes, it would help if such notes could be provided to the HI student (and the interpreter, if used) on a class-by-class basis. A contractual arrangement would be set up whereby

  1) the student would reserve the notes for personal use only and return such notes in a timely manner,

  2) no other student would have access to the notes or a copy thereof, and

  3) notes would be provided only on days student is in attendance.

- From time to time a course may be videotaped, upon consent of the instructor, in order to make a set of visual notes of the sign language interpreter's presentation.

D. AUDIOVISUAL MATERIALS

- Use of visuals is very helpful. Outlines, vocabulary lists, etc. greatly aid those who must receive information visually.

- Some lighting is necessary when presenting audiovisual material in order that the instructor's face can be seen by the student. Otherwise, those depending upon lipreading will, both literally and figuratively, be left in the dark.

- Allow time for the student to shift his/her gaze from the interpreter to the materials.

- Captioned material is extremely helpful. These may be arranged for through the PPSI, given sufficient advance request.

- When possible, supply the student with written explanations of demonstrations or audiovisual material prior to the presentation. Consult the PPSI staff if you would like assistance in doing this.

E. CLASSROOM PARTICIPATION

- The HI student can ask or answer questions orally or through the use of an interpreter, though the use of an interpreter does produce a lag time.

- Encourage class participation to foster a feeling of integration and acceptance, not isolation.

- Address the student directly not through the interpreter in the third person.

F. ACOUSTICS

Students who benefit from hearing aids may be distracted by excessive background noise (e.g. projector, airconditioning units), or poor acoustics, to the extent that the instructor' voice is masked out. Such problems can be remediated through the use of classroom amplification devices (i.e., auditory trainers) consisting of an FM-loop system comprised of a microphone worn by the lecturer from which the spoken message is transmitted directly to the student's receiver. This poses little inconvenience to the instructor. The message is not recorded and is broadcast only to individuals wearing receivers on the same frequency as the microphone. The microphones are tiny and inconspicuous.

G WRITTTEN MATERIAL, TEXTS, HANDOUTS

- The primary handicapping condition for the HI student is language. Thus, meetings between the instructor and a PPSI consultant may be necessary for review of written material to determine whether adaptation or supplementary material will be necessary to compensate for the language handicap.

- Foreign or technical vocabulary can present considerable problems for the HI student; therefore, it would be helpful to supply PPSI PPSI personnel, interpreter, or the student with specialized vocabulary prior to class lecture.

H. ASSIGNMENTS

A detailed syllabus and lecture outline will prevent misunderstanding or misinterpretations as to course requirements, assignments, deadlines, etc.

I. FIELD TRIPS, INTERNSHIPS

- Interpreters will be necessary for field trips. A notetaker may also be necessary. The student is responsible for requesting such support services.

- Consult with PPSI concerning assistance in making any modifications necessary for successful internships.

I. TESTING

- Avoid orally administered quizzes or tests requiring written answers.

- It may be necessary for the interpreter to interpret the written questions on an exam due to ambiguity created by grammatical structure or vocabulary used.

- Instructors may have the PPSI staff administer the tests.

VISUAL IMPAIRMENT

AN OVERVIEW

Visual impairment varies in type and degree among students from partial loss to blindness. The major challenge confronting the visually impaired (VI) student is the volume of printed material (i.e., texts, schedules, handouts, maps, diagrams, tests, etc.) which must be mastered.

Although most VI students have developed methods for handling visual material, additional modifications and measures may be necessary to assure access to course material. One of the primary functions of the PPSI is to assist the instructor in working with the VI student enrolled in his/her class. PPSI staff will meet with you prior to the beginning of classes to offer suggestions and discuss the needs and/or arrangements necessary to accommodate the VI student.

It is also important for the VI student to meet with the instructor prior to the beginning of the semester to review the methods of completing assignment and testing procedures. Readers and notetakers are coordinated through the PPSI. It is the student's responsibility to keep up with assignments, monitor readers and notetakers, provide writers for exams, and notify both you and PPSI of any problems which may arise.

The instructor should try not to draw attention to the student's handicap while at the same time not isolating him. Should the instructor become aware of problems the student is experiencing or that additional support or assistance is needed by either the student or instructor, these concerns should be discussed with the student, in addition to contacting the PPSI staff.

CLASSROOM PROCEDURES

A. SUGGESTIONS

- You need not avoid using words such as "see" and "look". The VI student will "see" using his own methods (i.e., by either touching or looking very closely).
- When approaching a blind student, identify yourself, because voices are not always identifiable.
- Introduce the VI student as you would any student. Encourage the student to answer for himself any question raised following the introduction.
- Verbal cues may be needed to apprise the student of something happening beyond his field of vision.
- Assist the student only when necessary or at his request so as not to unnecessarily draw attention to his handicap.
- Upon leaving the presence of a blind student, indicate to him that you are leaving.

- Guide dogs may be used by some blind students. These dogs are highly trained and will not disrupt the class. The dog, while in harness, should not be petted or played with, so as not to distract the dog from his duty.

- Your own acceptance of the VI student will serve as a positive example to the class and assist in the VI student's adjustment in the academic setting.

B. SEATING

- The visually impaired student will benefit from preferential seating, specific location dependent on several variables as follows:

    - Location of chalkboard
    - Location of demonstrations
    - Glare from windows will cause discomfort or an inability to read depending on the type and degree of vision impairment (e.g., some students are photosensitive).

- Some students may require special lighting or have field vision defects. PPSI support personnel will aid in securing special arrangements.

- Additional workspace may be needed to accommodate special materials such as a brailler, large print books, closed circuit television, etc.

C. VISUAL LECTURE INTAKE

- Visually impaired students may miss some or all nonverbal cues.

- Nonspecific phrases such as "this" and "that" are lost on the VI. Becoming more conscious of verbally explaining what you are doing will not only assist the VI student greatly, but will also serve as reinforcement to many normally-sighted students.

- Audiovisual Material

    - Oral explanation is necessary. Be conscious of use of descriptive terms.

    - Copies of overhead materials provided to the student could be reviewed later by a reader.

    - Desk copies of maps or charts which are enlarged or reproduced in relief will benefit students. PPSI can assist in these specialized media projects.

- PPSI staff can enlarge, modify, or sterograph some maps or charts when necessary. This does require advance notice, as JSU does not own such equipment.

- For filmstrip or movie presentations, preferential seating and oral descriptions of the visual message will be necessary.

- Allow tactile experience of a demonstration by the blind student, where feasible.

- Allow the partially-sighted student to stand next to or to the side of the demonstration.

- Avoid standing with your back to a window, as glare and light will silhouette the demonstration and eye fatigue may occur.

D. NOTETAKING

- Students often tape-record lectures. Should this practice create discomfort for the instructor, a written agreement can be drawn up between the student and the instructor prohibiting the student from releasing the recording or from otherwise hindering the instructor's ability to obtain a copyright (should the instructor be planning to publish his notes).

- Assist the student in selecting a competent notetaker to make copies of his notes. The notes can then be either enlarged for the partially-sighted student or converted to braille for the blind student by PPSI.

- A slate and stylus or portable brailler may be used by students who braille. A slight noise made by the equipment may be discernible. Please be understanding of this slight distraction, as such a procedure simplifies the extensive process of reviewing tapes.

- Technical words first introduced should be spelled.

- Repeat information while writing on the chalkboard.

- Whenever possible, lend or provide to the PPSI staff copies of your notes, to be enlarged, darkened, or brailled.

E. CLASSROOM PARTICIPATION

- Be sensitive to student trying to get your attention during class

or waiting after class to talk with you.

- Address the student by name, even the partially-sighted may miss your visual cue in recognizing him.

- Encourage class participation to foster a feeling in the student of belonging, not isolation.

F. TEXTS

- Provide the student or PPSI staff with reading lists well in advance of beginning of the semester so that appropriate materials can be ordered. Many materials can be obtained in Braille or on tape from national lending libraries.

- Paid and volunteer readers are coordinated and provided by the PPSI to assist the student with materials not available through lending libraries. It is preferable to have a reader from the same class who is familiar with the material. Your input would be beneficial in the selection process.

G ASSIGNMENTS

- Students will often require extra time to complete assignments due to the time necessary to review tapes or have material read or transcribed

- Research papers: When possible, consider texts already on tape, large print or braille in deciding on topics for research paper. Contact PPSI for assistance in locating lists for available tapes and texts. Consider alternatives to a written project, such as a taped paper or a demonstration.

- Last minute assignments can present a problem due to preparation and reader scheduling.

- In-class assignments: It is best to arrange with the student to do the work later.

    - Laboratory work can be informative and more interesting if done with a partner.

    - Please let PPSI staff know in advance if you plan a pop-quiz, so PPSI may have appropriate materials and staff on hand.

H. FIELD TRIPS, INTERNSHIPS

- Discuss travel needs with student and PPSI staff.

- A Sighted Guide may be necessary.

- Consult with PPSI staff concerning adaptations or modifications which may be necessary for a successful internship.

I. TESTING

- For the partially sighted, large print tests may be utilized.

- With advance notice, a reader and writer can be provided by PPSI to assist with in-class exams.

- PPSI can braille an exam for blind students, after obtaining copy of exam from instructor. This is done in complete confidentiality, with only the person doing the brailling having access to the exam. The exam can then be administered by PPSI and turned in to the instructor.

- Exams can be tape recorded and response given by typewritten or tape recorded answers.

- Matching, multiple choice, or questions involving diagrams present problems and may place student at unfair disadvantage due to lack of visual cues.

- Extra time for completion may be necessary due to the modified method of administering the test for the blind student.

- Avoid using a "different" test than that used with the rest of the class due to validity of results in comparison with rest of class.

J. EMERGENCY SITUATIONS

Explain the nature of the emergency and offer to guide student to the nearest emergency exit. Allow the student to take your elbow and escort him. As you walk, advise the student where you are and of any obstacles. Upon reaching safety, orient the student as to his location and ask if further assistance is needed.

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FURTHER INFORMATION RESOURCES

Postsecondary Program for Sensory Impaired (PPSI)
310A Ramona Wood Building
205/231-5093 (V/TDD)

PPSI is a member of and subscribes to the following:

Alabama Assoc. for Counseling & Development
American Deafness & Rehabilitation Assoc.
Association for Education & Rehabilitation of the Blind & Visually Impaired
Association on Handicapped Student Service Programs in Postsecondary Education
Closing the Gap
Council Linking Associations Serving Sensory Impaired Clients
Council on Education of the Deaf
Council of Organizations Serving Deaf Alabamians
Journal of Rehabilitation of the Deaf
National Rehabilitation Assoc.

Raised Dot
Self Help for Hard of Hearing
NAD Broadcaster
Silent News

MANUAL COMMUNICATION CLASSES

Each semester manual communication (**sign language**) classes are offered through PPSI and the Continuing Education Department. These classes are open to the University and community. For information on the above, contact the PPSI office.

IN-SERVICE

PPSI presents in-service workshops to university groups and community organizations. Each is specialized to meet the unique needs of the target population.

GLOSSARY

Amplifying Telephone Receivers (HI)	Telephone receivers with a volume control built into the hand grip are available for small additional fee from the telephone company. They allow the hearing impaired person to amplify the incoming conversation.
Blind	No usable vision.
Braille Computer Terminals (VI)	A terminal that can be interfaced with existing on-site or remote information processing systems. When connected to computers or data banks, they can deliver brailled pages of information at a rate of up to 100 words per minute. Students can request information on a standard keyboard and obtain a brailled response in a matter of seconds.
Brailled Books (VI)	Most of the legally blind population does not read Braille. About 7 1/2% of this population use braille as their primary reading mode. Braille is extremely bulky and requires a great deal of storage space. For example, San Francisco State University's "Application & Information" booklet, which is 13 printed pages long (excluding tables), takes up 44 11 x 11 braille pages.
Brailler (VI)	The Perkins Brailler is an all-purpose braille writer enclosed in a baked grey enamel aluminum case. It is operated by six keys, one for each dot in the braille cell. There are spacing, line advancing, and back-spacing keys. Extension keys are available which allow the user to emboss the full braille cell by one stroke of either hand, leaving the other hand free to read brailled material which is being copied.
Captioned Films (HI)	Public Law 85-905, establishing the Captioned Films Program, to provide for distribution of captioned films through appropriate agencies to bring to deaf persons an understanding and appreciation of those films that play a part in the general and cultural advancement of hearing persons. Theatrical, short subject, documentary, training, and educational films for adults are available. Certain copyright restrictions apply to showings.
Closed-Circuit TV Magnifier - CCTV's (VI)	Consists of a television camera which views the printed page or other materials and a television monitor which displays the image in enlarged form. Light and dark contrast can be adjusted. Most models allow reversing the image from black on white to white on black depending

	on individual preference. The extent of enlargement is also usually adjustable for individual needs. Students commonly refer to these by brand name (Visualtek, Apollo, etc.).
Deaf	An individual who has a hearing loss, usually in both ears, so severe that he cannot depend upon hearing to recognize and understand speech and other sounds. Hearing may have been lost since birth.
Dog Guide (VI & HI)	The dog guide ("seeing eye" and "guide dog" are brand names) undergoes extensive specialized training to assist blind persons. It must learn basic obedience, to lead rather than "heel", to avoid obstacles (including overhead objects), and to "work" in stores and elevators, on various forms of public transportation, when crossing streets, etc. Dog guides are legally permitted to accompany their owner into all places of public accommodation, including all Federal and State buildings, hotels, motels, restaurants, grocery stores, airplanes, trains, and buses. To refuse entry to any of these places is a violation of the law, punishable by a fine or imprisonment. There are also dog "guides" that assist the physically disabled person and alert deaf or hearing impaired persons.
Finger Spelling (HI)	When no sign exist for a thought or concept, the word can be spelled out using the American manual alphabet (see Appendix). It is also used for titles, proper names, and convenience.
Hard-of-Hearing	A hearing loss in one or both ears, sufficient enough to cause difficulty in understanding speech and other sounds.
Hearing Aid (HI)	Consists of a receiver and amplifier of sound. All sounds in the environment are amplified with the same intensity. A hearing aid does not sort, process, or discriminate among sounds. Because someone is wearing a hearing aid, it does not mean that the person can hear normally. Aids do not correct hearing, but they improve hearing in some people. They may enable someone to hear a voice even though he or she may not be able to understand the words.
Interpret	To take another person's words and put them into terms that the deaf person will understand.
Large Print Books (VI)	A number of sources produce large print books for the individual with low vision. Most ordinary print is six to ten "points" in height (about 1/16 to 1/8 of an inch). Large type is 14 to 18 points (about 3/16 to 1/4 of an

	inch) and sometimes larger. The format of large print books is also proportionately larger (usually 8 1/2 x 11 inches). The American Foundation for the Blind, Inc. can provide a list of publishers of large print books. Also the American Printing House for the Blind distributes a general catalog of large type publications. G. K. Hall & Co., 70 Lincoln Street, Boston, MA 02111, and Library Reproduction Service, 1977 S. Los Angeles Street, Los Angeles, CA 90011 are two distributors of large print books. Very little material is available that is appropriate for college level use.
Large Print Typewriters (VI)	Various models are available equipped with faces that are up to 5/8 inches high. Models are usually equipped with a standard keyboard.
Low Vision Clinic (VI)	Some students who have low vision may need further evaluation of their vision needs. Low vision aids may vary from small magnifying glasses to elaborate electronic devices. When prescription lenses are not enough, a special visual aid may help. The instructor can refer the student to a low vision clinic if it seems appropriate.
Manual	Communication by use of sign language fingerspelling and gestures.
Models (VI)	Various models of microorganisms, organs and other bodily parts as well as plant and animal forms are available through school science supply distributors (and occasionally from drug manufacturers). In addition, miniature reproductions of works of arts and architecture are available. The American Printing House for the Blind sells a set of 19 rectangular models representative of invertebrate animal and plant phyla.
Mute	Not being able to make any sound.
Oral	Communication through spoken language that is understood by others.
Paperless Braille Machines (VI)	These devices record and store braille characters on magnetic tape cassettes from a braille keyboard. Play-back is through a paperless display panel or reading board. A 60-minute cassette can store up to 400 pages of braille.
Partially-sighted/Low-vision	Some measurable vision, but varies as to degree and type, resulting in a wide variance as to activity, visual field, sensitivity to light and ability to use printed material.

Raised Line Drawings (VI)	Charts, graphs, and diagrams can be reproduced for use by blind students by using a raised line drawing board which consists of a rubber-like clip board over which pieces of plastic film are placed. Patterns are then traced on the plastic film with a sharp instrument causing the plastic to stretch and raise. An easier method for creating raised line drawings consists of "tracing" over the lines of the chart or diagram with Elmer's glue which when dry results in a raised drawing that blind students can use as they would braille.
Reader (VI)	A volunteer or employee of the blind or partially sighted student who reads printed material in person or onto audio tape. The "reader" sometimes performs other tasks for the blind student such as mobility assistance.
Reading Machines (VI)	Although relatively new and expensive, these devices convert printed materials as found in books, magazines, periodicals, typewritten letters, and reports, in different typestyles and sizes of type, into spoken synthetic English speech which is understandable after a relatively short period of practice.
Recorded Books (VI)	Recordings for the Blind (RFB), a national non-profit voluntary organization which is supported primarily by contributions from the public, provides taped educational books, free on loan, to print-handicapped elementary, high school, college, and graduate students, as well as to nonstudents who require specialized reading material in their professions or vocations. Service is somewhat slow during the beginning of the academic year. Students must place their orders early. Many community-based volunteer agencies produce books in recorded form. Contact the Library of Congress for information.
Relief Maps (VI)	Most geography departments (and some libraries) have three-dimensional maps that the blind student can use with a reader to understand land forms, locations, and other topographical features. The American Printing House for the Blind markets some relief maps with appropriate Braille keys and some "puzzle" style maps.
Residual Hearing (HI)	The amount of hearing remaining after hearing loss. Few deaf people hear no sound at all.
Registry of Interpreters for the Deaf (HI)	The RID, Inc., a national organization with over 50 chapters and a membership of over 1,800, was organized in 1964 for the purpose of providing trans-

	lating/interpreting services to the deaf of America and its trust territories. In addition, the RID has members from other nations. The address is 814 Thayer Avenue, Silver Spring, MD 20910.
Self-Carbon Notetaking Pads (VI & HI)	A special notebook developed by the National Technical Institute for the Deaf for taking notes facilitates making a duplicate copy of class notes for sharing with sensory impaired classmates. It is available from the Bookstore, Rochester Institute of Technology, 1 Lomb Memorial Drive, Rochester, NY 14623. Carbon sets offer an inexpensive substitute.
Sighted Guide (Vi)	When serving as a sighted guide for a blind person, and only when the blind person has agreed to accept assistance, let the person take your arm (right or left depending on the blind person's preference). Walk about one-half step ahead. The blind person will follow the motion of your body. When showing a blind person to a chair, place his/her hand on the back of the chair.
Sign Language (HI)	American Sign Language (ASL or Amesian) is one form of manual communication used by deaf Americans. Sign language is not universal. Deaf persons from different countries speak different sign language. The gestures or symbols in sign language are organized in a linguistic way. Each individual gesture is called a sign. Each sign has three distinct parts: The handshape, the position of the hands, and the movement of the hands. The ways in which the signs of ASL are combined are unique to it. They are not based on English or any other spoken language. Two sign systems which are based on English are Signed Exact English (SEE Sign) and Signed English (or Siglish). The three systems have elements in common, but American Sign Language is the language used by the majority of deaf persons throughout the United States.
Signed English	Putting Sign Language into English order. A manual, visable way of expressing English.
Slate & Stylus (VI)	The traditional method for writing braille by hand. Slates are made of metal or plastic frames or guides. A pointed steel punch with a handle, called a stylus, is used to punch the braille dots. Each guide or frame consists of two parts connected at the left end by a hinge. The face of the bottom of the frame is pitted with four lines of a series of six small round depressions corresponding to the shape and spacing of the dots of the braille cell. To write on a slate, paper is inserted between the top and bottom of the frame

	and is held in place by small pins. The braille dots are punched downward into the paper. This makes it necessary to write from right to left in order that, when the paper is turned over in position for reading, the braille characters can be read from left to right.
Speechreading	To understand spoken communication by the use of lipreading, the observation of body movements and gestures. It is not possible to understand everything through lipreading. Ability varies with individuals.
Speech/Time Compressors (VI)	Devices that allow the listener to select the listening speed of audio taped material without altering the pitch characteristics of the recording. They can markedly shorten the time it takes to review a recorded lecture.
Talking Calculators (VI)	Various models of hand-held or desk-type calculators that "speak" are available and come with an assortment of basic functions from independent memory to accumulating memory. The Library of Congress distributes a "Reference Circular" that provides information on available models and manufacturers. Calculators with braille output are also available, although not in common use.
Telecommunication Devices for the Deaf (HI)	TDD's are instruments, such as the teletypewriter (TTY) that allow deaf persons to communicate over the telephone. Such a device must be located at each end of the telephone conversation. Some devices type the message on a paper roll, while others display the message on an electronic calculator-like display panel with the letters moving from right to left across a screen. Some TDD's display the message on a television-like screen.
Translate	To take the words of another and express them in sign language and fingerspelling verbatim.
Transmitter/Receiver (HI)	A wireless electronic amplification system consisting of an instructor microphone/transmitter binaural student FM receiver and a recharging unit. The system allows the HI student to have personal amplification in the classroom setting. Newer models are available that are very compact and inconspicuous.

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